



DEVELOPMENT OF BUSY BOOK LEARNING MEDIA BASED ON THE SYLLABLE METHOD TO IMPROVE READING ABILITY OF CHILDREN AGED 5-6 YEARS

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Abstract

The reading development of children aged 5-6 years on average has not yet developed, marked by children still needing teacher guidance in pronouncing letters and not distinguishing between vowels and consonants. For this reason, it is necessary to develop media that can attract attention and help children learn to read. The objectives of this study are: 1) Knowing the level of feasibility of the use of busy book learning media based on the syllable method to improve the reading ability of children aged 5-6 years. 2) Knowing the effectiveness of developing busy book learning media based on the syllable method to improve the reading ability of children aged 5-6 years. The method used in this research is developing a 4-D model (four D model) consisting of 4 main stages, namely: Define, Design, Develop, and Disseminate. The subjects of this study were students of group B RA Al-Hidayah Air Pinang Village in the even semester of the 2020/2021 academic year, totalling 11 people consisting of 4 girls and 7 boys. The object of this research is the development of busy book learning media based on the syllable method to improve the reading ability of children aged 5-6 years at RA Al-Hidayah, Air Pinang Village. The data collection techniques in this study were 1) expert team validation questionnaire sheets, 2) student and teacher response questionnaire sheets, 3) reading ability test observation sheets for children aged 5-6 years. The results of this study indicate that the busy book media based on the syllable method is very feasible to use, and the effectiveness

of reading learning increases after using the busy book media based on the syllable method, which has implications for the average score of the child's initial test, which is 34.54 and on the final test it increases to 77.72 with an increase in value of 43.18. 2) questionnaire responses from students and teachers, 3) observation sheets for reading proficiency tests for children aged 5-6 years. The results of this study indicate that the busy book media based on the syllable method is very feasible to use, and the effectiveness of reading learning increases after using the busy book media based on the syllable method, which has implications for the average score of the child's initial test, which is 34.54 and on the final test it increases to 77.72 with an increase in value of 43.18. 2) questionnaire responses from students and teachers, 3) observation sheets for reading proficiency tests for children aged 5-6 years. The results of this study indicate that the busy book media based on the syllable method is very feasible to use, and the effectiveness of reading learning increases after using the busy book media based on the syllable method, which has implications for the average score of the child's initial test, which is 34.54 and on the final test it increases to 77.72 with an increase in value of 43.18.

Keywords: *busy book media, syllable method, reading ability*

A. Introduction

Language is the most important part of a person's life and becomes a communication tool to interact with others. Communication tools can be spoken, written, or sign based on a system of symbols. Language allows children to translate experiences into symbols that can be used to communicate and think. Language is closely related to cognitive development. According to Vygotsky in Santrock (2007: 268), "language is a tool for expressing ideas and asking questions, and language also produces concepts and categories for thinking."

Language development is an aspect of cognitive development where thinking skills are needed, such as recognition, grouping, phasing comparisons, and estimation. Children's thinking processes are centred on mastering symbols (for example, words) to express past experiences.

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Susanto (2014: 74) concludes, "Children's language does not start from words to letters and then experiences, but from actions or experiences to new letters than to words." This means that children who are successful in reading in school already have written language as a dominant part of their daily lives.

Language learning is very crucial for children before the age of six. Language learning for early childhood is directed at communicating, both orally and in writing (symbolic). Instilling understanding in understanding symbolic language, children need to learn to read and write.

Reading is one of the four components of language. Reading is an activity that uses the five senses to understand the written content of what is read. Reading is a fundamental skill that is important to learn and is a benchmark for success at school, at work, and anywhere else. According to the Big Indonesian Dictionary (2014: 198) , "reading can be interpreted as a form of seeing and understanding the contents of what is written (by speaking or only in the heart)." This definition can be referred to as an activity to examine or examine the contents of the writing, both orally and silently, to obtain information or understanding of something contained in writing. Children who have early oral language skills are very influential on reading achievement results in the future.

According to Syafruddin et al. (2011: 70), "reading is a way to get information and knowledge and understand that writing carries a message by recognizing labels, signs, other forms of writing, and the environment." Children who can read certainly go through stages of development. The development of children's reading skills consists of four stages, namely: (a) The stage of awareness of writing; (b) the Stage of reading pictures; (c) the Reading introduction stage; and (d) the Fluency reading stage. In conclusion, "ages 5-6 years should have entered the

stage of reading pictures where children are trained to distinguish the sounds of letters, the meaning of words, and the rules of words or sentences together" (Susanto, 2014: 90).

Permendikbud number 146 of 2014 states that the age of 0-6 years is a golden age. At the age of 5-6 years, early childhood must develop properly, including reading. Rahayuningsih et al. (2019) added that for early childhood, children's ability to recognize letters includes children being able to show letters, write several letters that form one word correctly, and write their names, and children can match letters correctly.

Reading activities can be taught to children under five. Montessori in Mutiah (2010: 165) concludes, "learning to read is not a learning process that is so complicated to teach. The ideal age to teach reading is 4.5 to 6 years of age." Research conducted by Irhandayaningsih (2019), which is to instil reading culture in early childhood to prepare the next generation of quality and broad-minded people who love books that are carried out in formal and non-formal environments, shows the importance of reading for early childhood as the next generation of the nation which is not only carried out by schools but families also collaborate with kindergarten teachers so that children's reading culture is realized.

Early reading is a form of reading that is taught programmatically to preschoolers. This program can positively influence and draw attention to the whole, meaningful words in children's contexts and materials provided through interesting games and activities as a medium of learning. Not only that, Nilanshu et al. (2015: 170) suggest that reading skills for early childhood are considered a good predictor of later reading achievement.

A survey conducted by Widyastuti (2018), namely an analysis of the stages of reading development and stimulation to improve the literacy of children aged 5-6 years, shows that at stage 1 magical stage, 3 children or 20% of 15, the results are still very less than optimal for reading development. In stage 2 of the self-concept stage, 5 children or 33.3% of 15, which means that the child is still not optimal at this stage. At stage 3 of the bridging reading stage, 4 children or 26.6% of 15, which means that they are developing quite optimally. The survey results show that, on average, children aged 5-6 years in Assaadah Kindergarten are still very less than optimal in their reading development.

One of them is how to get children interested in reading activities so that this activity becomes a fun activity. When children already have a sense of pleasure in reading, children may be easier to be guided in more complex reading learning activities.

Yus (2015:23) describes the intelligence indicators of children aged 5-6 years, as follows: vocabulary is increasing, reading pictures with the correct sentence structure, determining sounds using letters (Kring-r), use of conjunctions, use of object descriptions /subject, use of basic verbs (infinitives), use of adverbs (adverbs), use of sentences that show the level of comparison, listen to long stories, use auxiliary verbs, start reading writing, start writing short words and sentences.

According to Idris & Izul (2015: 92), "at the age of 5-6 years, children begin to recognize the sounds of letters and learn to recognize most letters from the alphabet". In addition, children of this age can remember how to read a word only from the initial and final letters. Children at this age can recognize letters from the alphabet so that for the early reading steps, children already have provisions.

Kindergarten teachers must be demanded to be more innovative

and productive in improving children's ability to learn, especially at an early age which must be combined between learning while playing or playing while learning. Widayati (2009: 2) suggests that "the use of appropriate learning media can help teachers improve the quality of the learning process."

Improving the quality of early childhood reading skills is a necessary learning media that can be applied in the learning process. Learning media is a tool or intermediary in providing material to students in the learning process. Learning media commonly used in RA are usually print media (picture textbooks, magazines, picture books), audiovisuals, posters, educational game tools (APE), and the surrounding environment. However, in reality, the application of media in learning is less applied by educators in developing aspects of child development.

Reading activities carried out by students are often dominated by printed media in the form of guidebooks that have been provided by the school, reading pictures in textbooks, listening to stories from teachers, and so on. Kindergarten teachers only use guide textbooks as a medium to improve the reading skills of children aged 5 -6 years. The use of these media is not combined with other media or educational game tools. If this media is carried out continuously and does not vary, it will harm children's abilities. As a result, children are less enthusiastic and easily bored in participating in learning, so that children's learning outcomes are not optimal.

Print media books certainly have weaknesses that are felt by early childhood. According to Arsyad (2007: 7), there are several weaknesses, including: (1) children feel bored with the many wordings contained in each book sheet, (2) thick printed materials can turn off children's interest in reading them, (3) if the volume and bad paper can make children's

appetite to read it, and (4) printed material will be easily damaged and torn. Some of the weaknesses above are influential on children's learning outcomes, especially in improving reading skills. Meanwhile, reading activities that attract children's attention are not carried out.

Based on initial observations made on group B children at RA Al-Hidayah Air Pinang Village on June 22, 2020, it was found that teachers teach children to read using illustrated textbooks that have been distributed to children, but this is not optimal because children, in general, are still less able to recognize letters. Every time the teacher asks the child to read, the child still needs the teacher's guidance in pronouncing the letter, and the child's enthusiasm is still lacking in learning to read. Meanwhile, in development indicators, children aged 5-6 years already know letters and words.

Furthermore, the results of initial observations that the development of each child on average is still not developed in the aspect of reading. (63.6%) included in the criteria for not developing (BB). Children's reading development is still not developed, and it is marked by children still needing teacher guidance in pronouncing letters, children cannot distinguish between vowels and consonants, children cannot recognize the sounds of the initial letters from the names of objects around them, and do not understand the relationship between sounds and letter shapes.

Children's reading development has not developed due to the lack of media or educational game tools. This results in children being less involved in stimulating reading skills and the lack of learning media development in stimulating children's reading skills. For this reason, kindergarten teachers are required to be more innovative and productive in creating learning media that are easy, fun, and attract children's

attention.

One way that kindergarten teachers can do this is to use learning media that can attract students' attention in reading so that reading skills will accompany them. One of the learning media that can be done is the Busy Book learning media. Busy book is made of flannel with bright and varied colours and is safe for children containing daily activities. "In addition to keeping children busy with positive activities, it is also the introduction of independent learning from an early age" (Gaity, 2014: 18).

The busy book media will be made slightly different from the media already marketed based on the syllable method. Making busy book media based on syllables is arranged in several pages, with a cover design on the first page with pictures accompanied by activities, letter introduction on the second page, page three with groups of vowels and consonants, and finally, the syllable method where pictures will be presented, and then there are letters. Vowels and consonants form syllables, and then words are separated into syllables, then assembled again from syllables to become words, and finally combined into sentences.

The busy book based on the syllable method can be developed concerning indicators of the level of achievement of the development of students' reading skills so that this learning media can help children improve their reading skills. Karina (2018:1) states that "children's ability to read is certainly influenced by the support and role of parents and teacher." One of the roles of parents is to provide knowledge in the form of busy books based on the syllable method as a tool to improve children's learning abilities.

Mufliharsi (2017:4) adds that "the use of busy book media can increase children's vocabulary acquisition and can increase teacher

creativity so that learning becomes effective and not monotonous." Research conducted by Ulfa and Rahmah (2017) is to create and use busy books in accelerating reading skills for early childhood at Budi Luhur PAUD Padang. The results of this study indicate that busy book media can be used as a medium for early childhood learning in accelerating children's early reading skills. In busy books based on the syllable method, there is a concept of letters that children can use to interact directly with what is read so that children's abilities increase.

B. Method

The type used in this research is research and development. In this type of research and development, there are several types of models. The model used in the development of the 4-D model (four D model) was proposed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974: 5). The 4D development model consists of 4 main stages: Define, Design, Develop, and Disseminate. The development research in question is research conducted to produce a learning media called busy book based on the syllable method to improve children's reading ability aged 5-6 years.

This research will be carried out at RA Al-Hidayah which is located at Jalan Tapaktuan Medan, Air Pinang Village, Tapaktuan District, South Aceh Regency. This research was conducted in the even semester of the 2020/2021 school year, aged 5-6 years. The researcher chose this school because similar research had never been carried out at the school. Furthermore, the learning media at RA Al-Hidayah Air Pinang have not varied so far, especially to improve children's reading skills, so that children cannot recognize letters easily.

The subjects in this study were 11 children aged 5-6 years in class

B at RA Al-Hidayah, Air Pinang Village. At the same time, the research object is busy book learning media in improving the reading ability of children aged 5-6 years at RA Al-Hidayah Air Pinang Village.

C. Finding and Discussion

The review of the feasibility of busy book learning media is seen from two points of view. First, busy book learning media development through the four stages of the Thiagarajan and Semmel model (Four D-Model) includes defining, designing, developing, and disseminating. The focus on this development is busy book learning media based on the syllable method, which is equipped with letters of the alphabet, pictures, syllables, and sentences made of flannel material. Second, the feasibility of busy book learning media based on the syllable method will be tested for quality after being validated by a team of experts. The validity of busy book learning media based on the syllable method was validated by material experts, media experts, and linguists.

The Effectiveness of Using Busy Book Media Based on the Syllable Method to Improve Reading Skills for Children aged 5-6 Years

The purpose of the initial test is to determine children's reading ability before using busy book learning media based on the syllable method. Meanwhile, a final learning test was held to determine the level of ability of children to receive learning after using the developed learning media, namely busy book learning media based on the syllable method. Where the purpose of the two tests is to get a comparison of the two learning processes, data from the results of the initial and final tests that the teacher has carried out can be seen in the following table:

Table 1. Obtaining Pre-Test and Post-Test Scores

No	Respondent Name	Preliminary Test Results	Final Test Results
1	M. Fadlan Afkar	25	85
2	M. Basir	55	100
3	Cut Gems	25	80
4	Trijal Saputra	25	60
5	Cut Rafifah Rafanda	45	90
6	Hafidh Almusti	50	95
7	Adiba Shakila	55	100
8	Akbar	25	60
9	Azkiya Maulida	25	65
10	Hatim Dimas Putra Ansal	25	55
11	Alfian Rizki	25	65
Amount		380	855
Average value		34.54	77.72

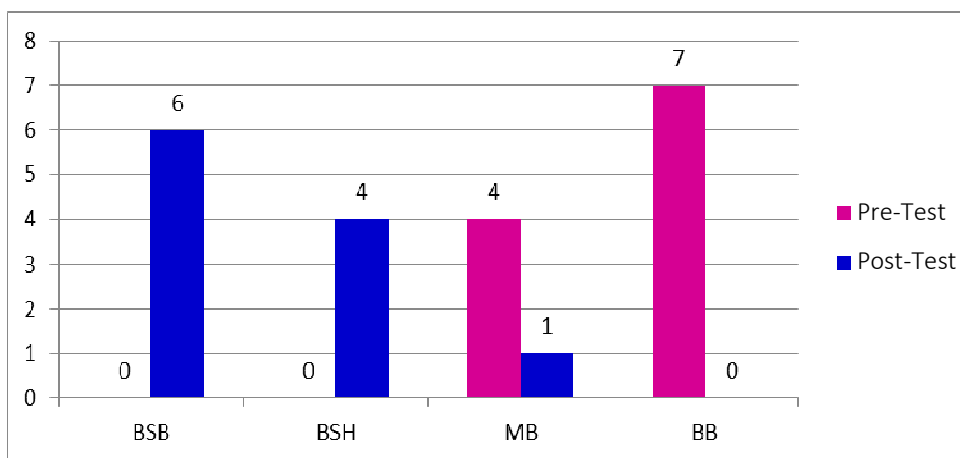
From table 1 above, it can be seen that the average score of children on the initial test was 34.54, which means that the average child's numeracy skills on the criteria began to develop. Furthermore, after using busy book media based on the syllable method in learning, the average value of the children becomes 77.72, which means that the average reading ability of children on the criteria develops as expected. This proves that there has been an increase in children's scores for numeracy skills from the initial and final tests of 43.18.

To find out the state of children's numeracy skills in the initial and final tests, it can be seen in Table 2 below:

Table 2. Recapitulation of Children's Reading Ability Pre-Test and Final Test

No	Category	Score Interval	Number of children	
			Pre-Test	Final Test
1	Very Well Developed	80 – 100	0	6
2	Growing As Expected	60 – 79	0	4
3	Start Growing	30 – 59	4	1
4	Undeveloped	10 – 29	7	0
Amount			11	11

Table 2 shows that the child did not get the criteria for developing very well and developing as expected in the initial test. The highest child score was obtained only on the criteria for developing as many as 4 people, and the remaining 7 children obtained the criteria for not developing. While in the final test, 6 children obtained the criteria for developing very well, 4 children obtained the criteria for developing as expected, 1 child obtained the criteria for starting to develop, and none of the children obtained the criteria for not developing. Thus, it can be said that children's reading ability has increased from before the use of busy book media based on the syllable method. For more details, it can be seen in the following graph:



Graph 1. Recapitulation of Children's Reading Ability Pre-Test and Post-Test Recreation Theme Sub-theme Marine Vehicles Group B RA Al-Hidayat

From these data, it can be seen that there is a significant increase between the initial test and the final test. Where the criteria developed very well, there was an increase of 6 children who initially did not exist, on the criteria developed as expected there was an increase of 4 children who were also not present, on the criteria began to develop there was a decrease of 3 children from 4 children to only 1 child. There was a decrease in the criteria for not developing from 7 children to not a single child in the criteria.

Based on the research results on the reading ability of children in group B RA Al-Hidayah, Air Pinang Village, there were differences in the initial test conducted through observation with the final test aimed at differentiating the results of children's reading skills before and after using the media. There is a significant increase between the initial test and the final test, where the criteria for developing very well there was an increase of 6 children who initially did not exist, on the criteria developed as expected there was an increase of 4 children who initially did not exist, on the criteria began to develop there was a decrease in 3 children from 4 children to only 1 child. In the undeveloped criteria, there was a decrease from 7 children to not a single child in the criteria.

Thus, the busy book learning media based on the syllable method in group B RA Al-Hidayah Desa Air Pinang, which was developed based on the feasibility of the material, media, and language, is very good and feasible use. Following the learning theory constructivist (in Mutiah, 2010: 80), children are active in constructing or compiling knowledge and

experience, not passive recipients. The acquisition of knowledge received by children during the learning atmosphere is obtained through complete experiences. This implies that learning is about mastering the material and in efforts so that children can use their minds effectively and efficiently so that emotional involvement and creative abilities dominate.

D. Conclusion

The results of the effectiveness of the developed learning media show that children's reading ability after using busy book learning media based on the syllable method is higher than using only printed books as learning media where the average value of the child's initial test is 34.54 and on the final test it increases to 77.72. This proves that there has been an increase in children's scores for reading skills from the initial and final tests of 43.18. Thus, it can be concluded that learning using busy book learning media based on the syllable method is more effective and can improve the reading ability of group B children in RA Al-Hidayah, Air Pinang Village.

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